HOLLISTON Public Schools

Grade 10 - World History - September/February

Massachusetts Learning Standards Taught in this Unit

- WHII.T3.1: Locate on a map key locations outside of Europe controlled by the European countries in the 19th century.
- WHII.T3.2.a: Describe the causes of 19th century European global imperialism - competition among England, Spain, Portugal, France, the Netherlands, and Belgium beginning in the 15th century for economic gain, resources, and strategic advantage.
- WHII.T3.2.b: Describe the causes of 19th century European global imperialism - the importance of slavery and slave-generated capital to the Industrial Revolution; the role of European traders, merchants, and buyers in making the slave trade profitable in North and South America and the Caribbean Islands.
- WHII.T3.2.d: Describe the causes of 19th century European global imperialism - the writings of 18th and 19th century European race theorists that posited differences among races and the superiority of the “Caucasian race” as scientific fact, including the concept of Social Darwinism, thus justifying European attitudes toward colonialism and slavery.
- WHII.T3.3: Analyze the impact of Western imperialism in Asia, Africa, and Latin America.
- WHII.T3.3.Africa.a: the impact of European direct and indirect control of the existing political structure of African countries.
- WHII.T3.3.Africa.b: the exploitation of African people for European economic gain in a variety of industries.
- WHII.T3.3.Africa.c:agricultural changes and new patterns of employment.
- WHII.T3.3.Africa.e: the effects of assimilation on the people of Africa.
- WHII.T3.4.a: Analyze the cultural impact of colonial encounters and trade on people in Western nations, drawing on examples such as - Asian furniture, porcelain, and cloth made for export.
- WHII.T5.11: Evaluate how scientific developments of the 20th century altered understanding of the natural world, changed the lives of the general populace, and led to further scientific research.
- WHII.T5.12: Analyze how various social and intellectual movements of the second half of the 20th century changed traditional assumptions about race, ethnicity, class, gender, the environment, and religion.